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ABSTRACT

The University of Maryland's Summer Orientation Program (1970) was designed to facilitate student's transition from the high school and home environment to the University environment. Separate programs were held for students and parents. Major goals of both programs are presented and include: (1) minimizing new student anxiety, (2) building a continuous feedback process into orientation, and (3) leaving parents and students with a favorable attitude toward learning and the University. This report elaborates the results of the Program Content Evaluation Questionnaires which were completed by parents and students regarding their respective participation in the seminars, general assembly presentations, campus tours, exhibitions and displays, etc. In addition students evaluated faculty advisement and registration, entertainment and informal "rap" sessions. Overall results were favorable. Data is also presented for a Transfer Orientation Program and a Special Orientation Program in September. (TL)

ED047343

SUMMER ORIENTATION REPORT

1970

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EM 006 238

SUMMER ORIENTATION REPORT

1970

UNIVERSITY OF MARYLAND

COLLEGE PARK, MARYLAND

This report was coordinated by:
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SPECIAL THANKS

The 1970 Orientation program could not have been accomplished if it were not for the hard work of the Orientation Sponsors and the many people in University offices outside of Orientation who contributed their best. May I say thank you. Special appreciation to Rich Greenhouse, Student Director, Gerd Ritchie, my secretary, Susie McDonald, Administrative Secretary and Tom Chapman, and Bob Caruso, graduate student interns. You five were especially great! Many Thanks!

Judith A. Berenson

January 18, 1971

SUMMER ORIENTATION PROGRAM - 1970

The orientation program for 1970 was designed to facilitate the student's transition from the high school and home environment to the University environment. More specifically, there were five major objectives of the 1970 program. Before stating what were the objectives it is important to make clear that the primary purpose of the program is not registering students. While this may be primary in the minds of students, it is not the purpose for which orientation should be designed. What then should be and were the purposes and goals of the 1970 Orientation program?

1. To minimize the anxiety of new students. Anxieties inhibit his making the right decisions during orientation.
2. To maximize the new student's contact with his peers.
3. To make the new student feel as much like an individual as possible. To do this it is important to consider the uniqueness of individuals at all times. This means that there has to be Orientation programs within Orientation programs - for residence hall students, for black students, for commuters.
4. To build a continuous feedback process into the orientation program.
5. To leave the students and parents with a favorable attitude toward learning and the University. The student should have experienced the fact that the system does have support for him and he should feel that there are places for him to turn for help in case he needs it. Lastly, he should leave Orientation with the feeling that he can succeed - not that he will fail. Everything that is done at Orientation should reinforce the freshman's opportunity for success.

In designing and planning an Orientation program it is important to remember that the freshman will not be excited about coming to the University of Maryland if he is tested to death, programmed to death, talked to death, and questioned to death during his two days of Orientation. The freshman needs time during Orientation to breathe, to question and to explore. If every minute of his two days of Orientation is planned, we will have shown him the institution, its requirements and obligations, but we will in no way have diminished his anxiety about attending the University of Maryland.

In attempting to accomplish the above goals, the Orientation office instituted many changes during the 1970 program. Below is a list of some of the key innovations during the last year: (Those items starred did not prove to be successful or helpful to freshmen and thus will not be continued for the 1971 program)

1. Formation of University Advisory Committee on Orientation Programs, a committee composed of students, faculty, and administrators, both affiliated with the orientation program and outside of it.
2. Sponsor Selection Process - Sponsors for the first time chosen by Advisory Committee on Orientation Programs as well as Orientation staff.

*3. Addition of Pollution seminar to the program.

*4. Changed College Life Session to the Drug Education Program of the University of Maryland College of Pharmacy Drug Abuse Program.

5. Residential Living Session - opportunity for students to hear about Greek Life, Residence Halls and Commuter Life.
*6. IED Orientation separate from regular freshman program
7. Organization Expo - opportunity for Freshmen to talk with representatives of many student organizations (no decision as yet for 1971).
8. Activities Interest Questionnaire - Voluntary questionnaire for students to indicate those organization in which they have an interest.
9. Elimination of Student Services presentations to give freshmen some free time to explore the campus on their own. Sponsors were responsible for covering the material presented formerly by the student services.
10. Voluntary attendance at the ROTC presentation.
11. Placement Schemes - Assign students to residence hall rooms close to other students in their Orientation group.
12. Parent Orientation - The biggest success of 1970!
13. Use of an intern during spring semester and an intern and apprentice during summer school.
14. Student Director on the payroll during the entire year.
15. Orientation mailing to high school principals and counselors.
16. Four full-time secretaries running the operation of the Orientation Office as opposed to rotating sponsors. This move very definitely improved the efficiency of the operation.
17. Pilot project of having between ten and twelve students in a freshman group as opposed to twenty to twenty-five. Experiment proved to be successful and will hopefully be done more next summer.
*18. Showing of film, "This Is You".
19. Dances, 8:30-11:00 for freshmen during final week of program.
20. Increased time for academic advising.
21. Pilot study using the Holland Self-interpreting Occupation Search (no decision as yet for 1971).
22. Informal cocktail hour for deans and sponsors prior to the start of the program.
23. Conversion of Fall Orientation to High Week - Another big success.
24. Spring semester sponsor leadership training program in conjunction with Speech Department (In 1971 this will be a 3-credit course in Group Dynamics and Leadership - GNED 70).
25. Evaluation Day program in October to evaluate summer program.
26. Utilize sponsors at Information Center for a minimum of three hours a day, five days a week.
27. Utilization of sponsors in speaking to high school groups both on and off campus.

The above list summarizes the major improvements of the 1970 program. Obviously, not all changes that were possible were accomplished. Thus the orientation staff looks to this coming summer as a time for more changes and improvements. Below is a list of some of the projected plans for 1971.

1. Parent orientation Program to include parents of Transfer students.
2. Strengthen Transfer Orientation program to include pre-registration.
3. College life session to be changed from Drug Education to Sex Education with Dr. Margaret Bridwell, Gynecologist, University Health Service.

4. Develop a pilot program offering students a $2\frac{1}{2}$ day program beginning Sunday night and ending Tuesday afternoon.
5. Develop High Week concept for Spring Orientation as well as fall orientation.
6. Develop continuing Orientation programs for next fall.

January 18, 1971

GENERAL STATISTICAL SUMMARY

I. Freshman Orientation and Registration	1967	1968	1969	1970
A. Number of two-day sessions	23	23	24	24
B. Number of student sponsors	18	20	20	25
Number of student staff	3	3	3	4
C. Number of invitations sent out (mailing ceased July 25)	6892	7630	5237	7302
D. Number who paid $15 advance fee	4114	4350	4475	5523
E. Number of refunds	N/A	97	29	115
F. Number of early arrivals	N/A	267	344	540
G. Actual number who attended	4087	4253	4268	5109
H. Students actually registered (difference in G and H are non-registrants)	3797	4088	4268	5109
I. Average number per session			175	213
J. Students in General Honors Orientation	N/A	140	149	130
K. Students in Intensive Education Development				
Number through Summer Orientation Program			20	9
Number through Intensive Education Program			23	96
Total			43	105

II. Transfer Orientation	1967	1968	1969	1970
A. Number of one-day sessions	5	5	5	5
B. Number of invitations sent out	N/A	1236	1638	2700
C. Approximate number per session			175	264
D. Number of students indicating they would attend	402	734	941	1332
E. Approximate number that actually attended	250	500	850	1055

III. Parent Orientation	1967	1968	1969	1970
A. Number of one-day sessions	---	---	---	17
B. Number of invitations sent out	---	---	---	7362
C. Approximate number per session	---	---	---	98
D. Number of parents indicating they would attend	---	---	---	2211
E. Number that actually attended	---	---	---	1669

1/8/71

FRESHMAN ORIENTATION AND
REGISTRATION PROGRAM

UNIVERSITY OF MARYLAND
Orientation Office

Freshmen Orientation and Registration
Final Schedule (7/8/70) - Summer 1970

1st Day

8:00- 8:30	Breakfast - Dining Hall 2
8:45- 9:50	First small group meeting - Floor Lounges - Centreville
10:00-11:30	Seminar on Environmental Pollution and I.D. pictures Student Union Seminars - Rooms 102, 112B, 112C, 114, 210, 213, 117, ID pictures
11:30-12:30	Lunch - Student Union
12:30- 1:00	tour - Library (students taking language exam)
1:00- 2:15	a. Language Exam - RR6 b. College Life Session - Shoemaker Rm. 201 Film "This is You"
2:30- 3:30	Occupational Search - BPA Auditorium
5:30- 6:30	Banquet and Orientation Film - Dining Hall 2
6:30- 7:30	University Community Session Floor Lounges - Centreville
7:45- 8:30	Residential Living Session Floor Lounges - Centreville
8:30- 9:30	Organization Expo - Centreville Lobby
9:30	Evening Program and free time

2nd Day

7:30- 8:15	Breakfast - Dining Hall 2	
8:15- 8:45	Packet Distribution - Dining Hall 2	
9:00-10:00	Seminar: A Discussion in Racism Student Union - Rooms 102, 112B, 112C, 114, 210, 213, 117	
10:15-12:15	Academic Advising	
	Agriculture	Auditorium, Symons Hall (Ground Floor)
	Physical Education	GG 150
	Recreation	GG 216
	Health Education	GG 210
	Education	Shoemaker 201
	Home Economics	Marie Mount Hall - Maryland Room
	Arts and Sciences	Francis Scott Key Hall 006
	BPA	BPA Auditorium (first floor)
	Engineering	J 174 (when renovation begins - J 236)
	Nursing	Language Building, Rms. 104 and 4
	Architecture	DD 213
	Physical Therapy	Language Building 4
	Pharmacy	Language Building 002
	General Honors	Francis Scott Key 006
12:30- 1:15	Lunch - Student Union cafeteria	
1:30- 3:30	Registration and Evaluation - Armory	
3:30- 4:00	Final wrap-up = Sponsors Ice Cream - Dairy	

Attendance by College

FRESHMAN ORIENTATION AND REGISTRATION PROGRAM

College	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970
Agriculture	45	66	72	67	74	73	101	89	95	89	83	109
Architecture	---	---	---	---	---	---	---	---	---	49	35	56
Arts and Sciences	478	561	750	786	1101	1656	1977	1970	1948	1971	1998	2493
Business and Public Administration	152	158	235	187	273	357	491	428	414	466	395	508
Dentistry	---	---	---	---	---	---	---	---	---	---	---	25
Education	129	126	208	274	436	666	878	930	703	716	748	823
Engineering	285	301	295	306	409	615	640	587	466	437	478	506
Home Economics	34	56	87	60	100	116	156	146	150	196	177	179
Medicine	---	---	---	---	---	---	---	---	---	---	56	67
Nursing	61	61	76	90	134	163	224	209	180	177	162	187
Pharmacy	---	36	28	21	28	39	42	31	29	28	27	19
Physical Education	29	44	91	45	62	90	140	151	102	124	77	95
IED	---	---	---	---	---	---	---	---	---	---	---	9
Number through IED Program												96
Totals	1204	1409	1812	1836	2617	3775	4649	4410	4087	4253	4369	5105

INTRODUCTION

This report contains the results of the " Program Content Evaluation Questionnaire " (see Appendix I) completed by a random sample of (1284)* new freshmen who attended the University of Maryland Summer Freshman Orientation Program (1970).

The two-day program was developed to acquaint the new freshmen with the objectives, programs, and facilities of the University of Maryland. It was designed as a personal introduction to the University consisting of small group seminars, general assembly presentations, tours of the campus, faculty advisement and course registration, exhibitions and displays, informational and qualifying testing, entertainment, and many informal " rap " sessions with the Summer Sponsors and other new freshmen.

PROGRAM CONTENT EVALUATION QUESTIONNAIRE RESULTS

In the directions for completing the Student Orientation Evaluation

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* NOTE : The sample consists of the evaluation questionnaire results from six (6) Freshman Orientation days selected at random. In selecting the six days the Summer Orientation program was divided into two halfs representing two variations of the evaluation questionnaire. Three (3) orientation days were randomly selected to represent each version of the questionnaire (i. e. July 2, July 6, July 17 represent Form 1 - N=693; July 23, July 28, August 5 represent Form 2 - N=591). The difference between the two versions of the questionnaire is in Item # 14. In Form 1 the information regarding the various student services was presented by staff members from each service. In contrast, in Form 2 the information about the

Questionnaire new freshmen were asked to indicate their feelings about the various aspects of the two-day orientation program using a six (6) point rating scale (see Appendix I). The remainder of this report outlines the student response to each activity in the Freshman Orientation Program. The results ** are expressed in terms of " frequency of response, " " percent response, " and " mean ratings."

Table I (see page 3) shows the response of the new freshmen to the question, " How would you evaluate the general organization and conduct of the Freshman Orientation Program ? " Forty-two percent (N = 551) answered the question with a " Very Good " response; while 41.43 percent (N = 532) rated the overall program as " Good. " The mean rating (the second most favorable on the evaluation questionnaire) was 1.75. (see Table XXI, page 33-34).

The overall performance of the Summer Sponsors received the most

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student services was presented by the Summer Sponsors. This change in presentation format represents an example of the constant feedback that was obtained during the Orientation Program often resulting in on-going alterations to improve the program.

** NOTE: In all cases except for Item # 14 the frequencies, percentages, and mean ratings represent the combined results of questionnaire forms 1 and 2 (i.e. total N = 1284). In Item # 14 the frequencies, percentages, and mean ratings have been computed seperately for the two variations of the evaluation questionnaire (i.e. Forml and Form 2). Also, the mea n ratings have been computed excluding 0 or " Did Not Attend " and " Blank " responses.

TABLE I

ITEM # 1. - How would you evaluate the general organization and conduct of the Freshman Orientation Program ?

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
1 = 551	1 = 42.91	1.75
2 = 532	2 = 41.43	
3 = 177	3 = 13.78	
4 = 20	4 = 1.55	
5 = 4	5 = 0.31	

favorable mean rating for the Freshman Orientation Program (1.20). Fighty-three percent (N = 1068) felt that the Summer Sponsors had done a " Very Good " job. In all, 97.88 percent (N = 1257) rated the overall performance of the Summer Sponsors as either " Very Good " or " Good." (see Table II, page 5 ; and Table XXI, page33-34).

The film presentation of the campus entitled " This is You " received the least favorable rating of all the activities in the Orientation program (3.93). (see Table XXI, page 33-34. Only 3,34 percent of the new freshmen rated this part of the program as " Very Good " or " Good "; while 22.73 percent (N = 292) felt the film was either " Poor " or " Very Poor." It should be noted also that due to the discontinuation of the film during the Summer program, 61.60 percent (N = 791) responded with " Did Not Attend." (see Table III, page 6). This illustrates again how the constant feedback and evaluation provided a basis for the eliminating of an unfavorably received aspect of the program while the orientation program was still in progress.

Tables IV (see page 7) and V (see page 8) represent the responses of the new freshmen to the two seminars. The seminar on Man's relationship to Man (Racism) received a mean rating of 2.27; while the seminar on Man and his relationship to his Environment (Environmental Pollution and Natural Resources) obtained a mean rating of 2.61. In comparative terms, the ratings were 12th and 18th respectively in order of favorableness. (also see Table XXI, page 33).

The College Life Meeting - Drug Education Program was one of the less popular orientation program activities. The mean rating was 2.68 which was 21st in comparative mean ratings (see Table XXI, page 34). The greatest percentage

TABLE II

ITEM # 2. - How would you describe the overall performance of your Summer Sponsor ?

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
0 = 1	0 = 0.07	
1 = 1068	1 = 83.17	1.20
2 = 189	2 = 14.71	
3 = 19	3 = 1.47	
4 = 2	4 = 0.15	
5 = 5	5 = 0.38	

TABLE III

ITEM # 3. - Film of the Campus (" This Is You ")

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
0 = 791 *	0 = 61.60	
1 = 11	1 = 0.85	
2 = 32	2 = 2.49	
3 = 83	3 = 6.46	3.93
4 = 148	4 = 11.52	
5 = 144	5 = 11.21	
Blank = 75	Blank = 5.82	

* NOTE: This number is due in part to the discontinuance of the film during the Summer Freshman Orientation program.

TABLE IV

ITEM # 4. - Seminar - Man and His Relationship to Man; A Discussion on Racism.

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
0 = 401	0 = 31.23	
1 = 175	1 = 13.62	
2 = 282	2 = 21.96	2.27
3 = 258	3 = 20.09	
4 = 109	4 = 8.48	
5 = 26	5 = 2.02	
Blank = 33	Blank = 2.56	

TABLE V

ITEM # 5. - Seminar - Man and His Relationship to the Environment; Environmental Pollution and Natural Resources.

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
0 = 467	0 = 36.37	
1 = 114	1 = 8.87	
2 = 253	2 = 19.70	2.61
3 = 241	3 = 18.76	
4 = 121	4 = 9.42	
5 = 32	5 = 2.49	
Blank = 56	Blank = 4.35	

(26.94 % ; N = 346) felt that the Drug Education Program was only " Satisfactory." (see Table VI, page 10).

The University Community Sessions consisted of small, informal discussions with the Summer Sponsors concerning the " functions and scope of the University " including the " inside information " on academic requirements and extra-curricular activities. Twenty-five percent (N = 323) rated the session as " Very Good "; while 37.22 percent (N = 478) thought that the session was " Good." The mean rating was 2.04 (the sixth most favorable). (see Table VII, page 11 ; and Table XXI, page 33).

The Residential Living Session provided an opportunity to listen to and ask questions of representative upperclass students involved in Greek, Commuter, and/or Residence Hall life. Forty-seven percent thought this aspect of the program was either " Very Good " or " Good ." Twenty-seven percent (N = 355) felt the Residential Living Session was only " Satisfactory " or " Poor ." The mean rating was 2.23. (see Table VIII, page 12 ; and Table XXI, page 33).

An exhibition and display, strategically placed in the main lobby of the residence hall where the freshmen were housed and called the Organization Expo, was included in the Orientation program to provide " an opportunity to get information about the major organizations on campus and consequently get some exposure to extra-curricular life on campus." Although 24.99 percent (N = 321) students rated the Organization Expo as " Very Good " or " Good ", the greatest number and percent of new freshmen responded with " Did Not Attend " (N = 602; 46.88 %). (see Table IX, page 13 ; and Table XXI, page 33).

The informal evening entertainment provided during the Orientation program

TABLE VI

ITEM # 6. - College Life Meeting - Drug Education Program.

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
0 = 243	0 = 18.92	
1 = 163	1 = 12.69	
2 = 290	2 = 22.58	2.68
3 = 346	3 = 26.94	
4 = 172	4 = 13.39	
5 = 56	5 = 4.36	
Blank = 14	Blank = 1.08	

TABLE VII

ITEM # 7. - University Community Session

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
0 = 170	0 = 13.23	
1 = 323	1 = 25.15	
2 = 478	2 = 37.22	2.04
3 = 257	3 = 20.01	
4 = 36	4 = 2.80	
5 = 8	5 = 0.62	
Blank = 12	Blank = 0.93	

TABLE VIII

ITEM # 8. - Residential Living Session (Greek, Commuter, and Residence Hall Life)

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
0 = 294	0 = 22.89	
1 = 221	1 = 17.21	
2 = 392	2 = 30.52	2.23
3 = 297	3 = 23.13	
4 = 58	4 = 4.51	
5 = 11	5 = 0.85	
Blank = 11	Blank = 0.85	

TABLE IX

ITEM # 9. - The Organization Expo

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
0 = 602	0 = 46.88	
1 = 102	1 = 7.94	
2 = 219	2 = 17.05	2.49
3 = 244	3 = 19.00	
4 = 61	4 = 4.75	
5 = 18	5 = 1.40	
Blank = 38	Blank = 2.95	

received a mean rating of 2.54 (15th in order of favorableness). (see Table X, page 15 ; and Table XXI, page 33).

Collecting information about new freshmen has been a part of the Summer Orientation program for a number of years. During the 1970 program, two inventories were administered by the University Counseling Center. This included the University Student Census (to gather demographic and attitudinal information) and the Student Self-Directed Search for Educational and Vocational Planning (a new self-scoring vocational/educational interest inventory developed by John Holland). The Student Census was rated as either " Very Good " or " Good " by 66.89 percent (N = 859) and received a mean rating of 2.09. (see Table XI, page 16 ; and Table XXI, page 33). In contrast, the Student Self-Directed Search for Educational and Vocational Planning received a mean rating of 2.94 and was most often rated as only " Satisfactory " by the new freshmen (30.29 %; N = 389). (see Table XII, page 17 ; and Table XXI, page 34).

Academic advisement and the selection of courses is the primary activity during the second day of the Freshman Orientation Program. Twenty-eight percent (N = 370) rated the advisement process as " Very Good "; while 34.73 percent (N = 446) gave this activity a " Good " rating. Thirty-two percent, however, thought that the academic advisement and course selection part of the program was only " Satisfactory " or " Poor. " The mean rating was 2.24. (see Table XIII, page 18 ; and Table XXI, page 33).

As was noted earlier (see footnote, page 1 &2) the format for providing information regarding various student services was changed during the Summer

TABLE X

ITEM # 10. - Informal Evening Entertainment

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
0 = 187	0 = 14.56	
1 = 283	1 = 22.04	
2 = 292	2 = 22.74	2.54
3 = 246	3 = 19.15	
4 = 159	4 = 12.38	
5 = 103	5 = 8.02	
Blank = 14	Blank = 1.09	

TABLE XI

ITEM # 11. - University Student Census.

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
0 = 16	0 = 1.24	
1 = 404	1 = 31.46	
2 = 455	2 = 35.43	2.09
3 = 308	3 = 23.98	
4 = 68	4 = 5.29	
5 = 26	5 = 2.02	
Blank = 7	Blank = 0.54	

TABLE XII

ITEM # 12. - Student Self-Directed Search for Educational and Vocational Planning.

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
0 = 87	0 = 6.77	
1 = 133	1 = 10.35	
2 = 304	2 = 23.67	2.94
3 = 389	3 = 30.29	
4 = 191	4 = 14.87	
5 = 154	5 = 11.99	
Blank = 26	Blank = 2.02	

TABLE XIII

ITEM # 13. - Academic Advisement and the Selection of Courses.

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
0 = 2	0 = 0.15	
1 = 370	1 = 28.81	
2 = 446	2 = 34.73	2.24
3 = 285	3 = 22.19	
4 = 134	4 = 10.43	
5 = 42	5 = 3.27	
Blank = 5	Blank = 0.38	

program. Instead of presentations by the staff from each of the student services, the Summer Sponsors assumed the information giving role. Table XIVa. through Table XIVf. (see pages 20 through 25) shows the responses to Item # 14 (University Student Services) for each presentation format (Form 1 and Form 2). In each case the mean rating for Form 2 (discussion with the Summer Sponsor) was more favorable than the mean rating for Form 1 (presentation by the student service staff). Furthermore, in each case the number and percentage of freshmen who " did not attend " was significantly less for Form 2 than for Form 1.

Table XV (see page 26). shows that the majority of stuednts attending the Orientation program (in the sample) felt that the " meals and accomodations were only " Satisfactory " or worse (57.69 % ; N = 741).

In response to the statement - " I read at least one book for each of the two seminars " ; fifty percent responded YES (N = 650) and 48.90 percent NO (N = 628). (see Table XVI, page 27). Table XX (see page 32), however, shows that 51.09 percent of the new freshmen responded with a " Blank " when asked to list the book they had read for the Racism seminar. Furthermore, 61.60 percent left " Blank " the space requesting the title of the book which they had read for the Environment seminar. The five books most frequently read for the two seminars were (in order) : A. Racism seminar (1. Soul on Ice , 2. Invisible Man , 3. Black Rage and Death at an Early Age - tie, 4. Crisis in Black and White , 5. Other) ; B. Environment seminar (1. Population Bomb, Silent Spring , 3. Time Magazine article, 4. Other, 5. The Quiet Crisis). (see Table XX, page 32).

When asked how they felt about entering the University , as compared to their feelings before the Orientation program , - sixty-six percent (N = 857) maintained that they were " more excited about starting." Only 3.97 percent

TABLE XIVa.

ITEM # 14 A - The Counseling Center:
Presentation by Staff (Form 1)
Discussion with Summer Sponsors (Form 2)

FREQUENCY OF RE SPONSE		PERCENT RESPONSE		MEAN RATING	
Form 1	Form 2	Form 1	Form 2	Form 1	Form 2
0 = 106	0 = 9	0 = 15.29	0 = 1.52		
1 = 91	1 = 235	1 = 13.13	1 = 39.76		1.86
2 = 207	2 = 202	2 = 29.87	2 = 34.17	2.45	
3 = 212	3 = 124	3 = 30.59	3 = 20.98		
4 = 50	4 = 14	4 = 7.21	4 = 2.36		
5 = 13	5 = 1	5 = 1.87	5 = 0.16		
Blank = 14	Blank = 6	Blank = 2.02	Blank = 1.01		

TABLE XIVb.

ITEM # 14 B. - The Placement Service:
Presentation by Staff (Form 1)
Discussion with Summer Sponsors (Form 2)

FREQUENCY OF RESPONSE		PERCENT RESPONSE		MEAN RATING	
Form 1	Form 2	Form 1	Form 2	Form 1	Form 2
0 = 143	0 = 20	0 = 20.63	0 = 3.38		
1 = 70	1 = 186	1 = 10.10	1 = 31.47		
2 = 170	2 = 205	2 = 24.53	2 = 34.68	2.55	2.02
3 = 236	3 = 149	3 = 34.05	3 = 25.21		
4 = 36	4 = 18	4 = 5.19	4 = 3.04		
5 = 17	5 = 5	5 = 2.45	5 = 0.84		
Blank = 21	Blank = 8	Blank = 3.03	Blank = 1.35		

TABLE XIVc.

ITEM # 14 C. - The Health Service:
Presentation by Staff (Form 1)
Discussion with the SummerSponsors (Form 2)

FREQUENCY OF RESPONSE		PERCENT RESPONSE		MEAN RATING	
Form 1	Form 2	Form 1	Form 2	Form 1	Form 2
0 = 209	0 = 17	0 = 30.15	0 = 2.87		
1 = 49	1 = 205	1 = 7.07	1 = 34.68		1.96
2 = 105	2 = 201	2 = 15.15	2 = 34.01	2.75	
3 = 228	3 = 143	3 = 32.90	3 = 24.19		
4 = 54	4 = 13	4 = 7.79	4 = 2.19		
5 = 17	5 = 5	5 = 2.45	5 = 0.84		
Blank = 31	Blank = 7	Blank = 4.47	Blank = 1.18		

TABLE XIVd.

ITEM # 14 D. - Religious Organizations:
Presentation by Staff (Form 1)
Discussion with the Summer Sponsors (Form 2)

FREQUENCY OF RESPONSE		PERCENT RESPONSE		MEAN RATING	
Form 1	Form 2	Form 1	Form 2	Form 1	Form 2
0 = 197	0 = 38	0 = 28.42	0 = 6.42		
1 = 53	1 = 172	1 = 7.64	1 = 29.10		
2 = 123	2 = 165	2 = 17.74	2 = 27.91	2.72	2.15
3 = 220	3 = 168	3 = 31.74	3 = 28.42		
4 = 58	4 = 34	4 = 8.36	4 = 5.75		
5 = 20	5 = 7	5 = 2.88	5 = 1.18		
Blank = 22	Blank = 7	Blank = 3.17	Blank = 1.18		

TABLE XIVe.

ITEM # 14 E. - Safety and Security:
Presentation by Staff (Form 1)
Discussion with the Summer Sponsors (Form 2)

FREQUENCY OF RESPONSE		PERCENT RESPONSE		MEAN RATING	
Form 1	Form 2	Form 1	Form 2	Form 1	Form 2
0 = 308	0 = 31	0 = 44.44	0 = 5.24		
1 = 46	1 = 173	1 = 6.63	1 = 29.27		
2 = 85	2 = 178	2 = 12.26	2 = 30.11	2.67	2.14
3 = 151	3 = 154	3 = 21.78	3 = 26.05		
4 = 38	4 = 33	4 = 5.48	4 = 5.58		
5 = 14	5 = 10	5 = 2.02	5 = 1.69		
Blank = 51	Blank = 12	Blank = 7.35	Blank = 2.03		

TABLE XIVf.

ITEM # 14 F. - ROTC:
Presentation by Staff (Form 1)
Discussion with the Summer Sponsors (Form 2)

FREQUENCY OF RESPONSE		PERCENT RESPONSE		MEAN RATING	
Form 1	Form 2	Form 1	Form 2	Form 1	Form 2
0 = 420	0 = 115	0 = 60.60	0 = 19.45		
1 = 21	1 = 93	1 = 3.03	1 = 15.73		
2 = 38	2 = 92	2 = 5.48	2 = 15.56		2.65
3 = 87	3 = 173	3 = 12.55	3 = 29.27	3.04	
4 = 27	4 = 64	4 = 3.89	4 = 10.82		
5 = 31	5 = 29	5 = 4.47	5 = 4.90		
Blank = 69	Blank = 25	Blank = 9.95	Blank = 4.23		

TABLE XV

ITEM # 15. - Meals and Accomodations.

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
0 = 16	0 = 1.24	
1 = 134	1 = 10.43	
2 = 367	2 = 28.58	2.58
3 = 553	3 = 43.06	
4 = 123	4 = 9.57	
5 = 65	5 = 5.06	
Blank = 26	Blank = 2.02	

TABLE XVI

ITEM # 17 - I read at least one book for each of the two seminars.

FREQUENCY OF RESPONSE	PERCENT RESPONSE
Yes = 650	Yes = 50.62
No = 628	No = 48.90
Blank = 6	Blank = 0.46

ITEM # 18. - Compared to before the Orientation Program I now feel:

FREQUENCY OF RESPONSE		PERCENT RESPONSE	
More excited about starting at Maryland.	= 857	More excited about starting at Maryland	= 66.74
More discouraged about starting at Maryland.	= 51	More discouraged about starting at Maryland.	= 3.97
About the same.	= 371	About the same.	= 28.89
Blank	= 5	Blank	= 0.38

(N = 51) responded that they were " more discouraged." (see Table XVI, page 27).

In conjunction with the new Parent Orientation Program the new freshmen were asked to respond to three related statements or questions. When asked to estimate the degree of awareness that their parents had about university life - the greatest number and percentage (N = 479 ; 37.30 %) maintained that their parents' awareness was " quite accurate." Thirty-six percent (N = 471) were " uncertain " of their parents' awareness and only 6.46 percent (N = 83) thought that their parents' awareness of university life was " extremely inaccurate." (see Table XVII, page 29). Furthermore, although sixty-eight percent (N = 875) said that their parents would not be attending the Parent Orientation progarm, 79.98 percent (N = 1027) of the new freshmen felt that an orientation program for parents was a good idea. (see Table XVII, page 29).

When the new freshmen were asked to state " what part of the orientation program was of the greatest help in preparing them for the Fall " the aspect of the program most frequently mentioned was the performance and association with the Summer Sponsors (N = 373 ; 29.04 %). Twenty-two percent (N = 286) maintained that " academic advisement and the selection of courses " was the greatest help. (see Table XVIII, page 30).

Table XIX (see page 31) presents the ten activties or aspects of the Freshman Orientation program which were felt to be least helpful in preparation for the Fall. Together the two seminars on Racism and the Environment were considered the least helpful by 16.19 percent (N = 208). The Campus Tour, Academic Advisement and the Selection of Courses, and the University Student Services presentations have the distinction of being on both the greatest help and the least help lists.

TABLE XVII

ITEM # 19. - My parents' awareness of what university life is all about is :

	FREQUENCY	PERCENT
Extremely accurate	64	4.98
Quite accurate	479	37.30
Quite inaccu rate	182	14.17
Extremely inaccurate	83	6.46
Uncertain	471	36.68
Blank	5	0.38

ITEM # 20. - My parents have attended or will attend the special Parent Orientation Program.

FREQUENCY OF RESPONSE	PERCENT RESPONSE
Yes = 360	Yes = 28.03
No = 875	No = 68.14
Blank = 49	Blank = 3.83

ITEM # 21. - I think the Parent Orientation program is a good idea.

FREQUENCY OF RESPONSE	PERCENT RESPONSE
Yes = 1027	Yes = 79.98
No = 196	No = 15.26
Blank = 61	Blank = 4.75

TABLE XVIII

ITEM # 22. - What part of the Orientation Program do you feel was of greatest help in preparing you to enter the University in the Fall?

TOP TEN RESPONSES

	Frequency	Percent
1. The overall performance of the Summer Sponsor.	373	29.04
2. Academic Advisement and the Selection of Courses.	286	22.27
3. The University Community Session.	152	11.83
4. The Campus Tour.	107	8.33
5. The general organization and conduct of the Orientation Program.	73	5.68
6. Meeting other people. (other freshmen, Sponsors, staff)	67	5.21
7. Registration (the advanced completion of the process).	58	4.51
8. Staying overnight in the Residence Hall.	26	2.02
9. The Residential Living Session.	14	1.09
10. The University Services presentations.	7 *	0.54

* Note - of these seven ; 5 thought the presentations were of greatest help when done by the Sponsors while 2 ranked the presentations by the staff from the various services as the greatest help.

** Note - 91 (7.08 %) left this item Blank.

TABLE XIX

ITEM # 23. - What part of the Orientation Program do you feel was of <u>least help</u> in preparing you to enter the University in the Fall?

TOP TEN RESPONSES

	Frequency	Percent
1. The two seminars on Racism and the Environment.	208	16.19
2. The College Life Meeting - Drug Education Program.	170	13.23
3. The Student Self-Directed Search for Educational and Vocational Planning.	139	10.82
4. Film of the Campus (" This is You ").	78	6.07
5. The Meals and Accomodations.	64	4.98
6. The University Services presentations.	55 *	4.28
7. The Campus Tour.	51	3.97
8. Academic Advisement and the Selection of Courses.	45	3.50
9. The Informal evening entertainment.	23	1.79
10. The " films " in general.	21	1.63

* Note - of these 55; fifty-one thought the presentations by the staff from the various services was the least help while 4 thought the presentations by the Sponsors regarding the Services was least helpful.

** Note - 311 (24.22 %) left this item Blank.

TABLE XX

ITEM # 25. - If you read a book or books for the two seminars on Racism and the Environment; what were they? _____

TOP FIVE BOOKS READ FOR SEMINARS

Seminar on Racism	N	%
1. Cleaver, Soul on Ice	279	21.72
2. Ellison, Invisible Man	94	7.32
3. Grier and Cobbs, Black Rage	53	4.12
Kozol, Death at an Early Age	53	4.12
4. Silverman, Crisis in Black and White.	38	2.95
5. Other	31	2.41
BLANK (no book read?)	656	51.09

Seminar on the Environment	N	%
1. Ehrlich, Population Bomb	154	11.99
2. Carson, Silent Spring	114	8.87
3. Time article; " Fighting to save the Earth from Man "	49	3.81
4. Other	42	3.27
5. Udall, The Quiet Crisis.	21	1.63
BLANK (no book read ?)	791	61.60

TABLE XXI

" MEAN RATINGS " IN ORDER OF MOST FAVORABLE

	Mean Rating
1. The overall performance of the Summer Sponsor.	1.20
2. The General organization and conduct of the program.	1.75
3. The Counseling Center discussion with the Summer Sponsors (Form 2).	1.86
4. The Health Service discussion with the Summer Sponsors (Form 2).	1.96
5. The Placement Service discussion with the Summer Sponsors (Form 2).	2.02
6. The University Community Session.	2.04
7. The University Student Census.	2.09
8. The Safety and Security discussion with the Summer Sponsors (Form 2).	2.14
9. Religious Organizations discussion with the Summer Sponsors (Form 2).	2.15
10. Residential Living Session.	2.23
11. Academic Advisement and the Selection of courses.	2.24
12. Seminar - Man and His Relationship to Man; A Discussion on Racism.	2.27
13. The Counseling Center presentation by staff (Form 1)	2.45
14. The Organization Expo.	2.49
15. Informal Evening Entertainment.	2.54
16. The Placement Service presentation by staff (Form 1)	2.55
17. Meals and Accomodations.	2.58

TABLE XXI (CONT.)

" MEAN RATINGS " IN ORDER OF MOST FAVORABLE

	Mean Rating
18. Seminar - Man and His Relationship to the Environment: Environmental Pollution and Natural Resources.	2.61
19. ROTC discussion with the Summer Sponsors (Form 2)	2.65
20. Safety and Security presentation by staff (Form 1).	2.67
21. College Life Meeting - Drug Education Program.	2.68
22. Religious Organizations presentation by staff (Form 1).	2.72
23. The Health Service presentation by staff (Form 1).	2.75
24. Student Self-Directed Search for Educational and Vocational Planning.	2.94
25. ROTC presentation by staff (Form 1).	3.04
26. Film of the Campus (" This is You ").	3.93

APPENDIX I

FRESHMAN ORIENTATION EVALUATION QUESTIONNAIRES

(Form 1 and Form 2)

UNIVERSITY OF MARYLAND FRESHMAN ORIENTATION AND REGISTRATION - 1970

STUDENT EVALUATION QUESTIONNAIRE (Form II)

Dear Student:

We hope you have had a good two days at Maryland. We are always trying to improve the Summer Orientation Program, and one way is to get your honest reation to it. Your responses will be used in developing the 1971 program. Thank you for your cooperation.

DIRECTIONS: How would you evaluate the following Orientation activities? Use the scale belowto indicate your feelings.

0	1	2	3	4	5
Did not attend	Very Good	Good	Satis-factory	Poor	Very Poor

Mark the number on this line (ex. 0, 1... 5)

1. General organization and conduct of the program? _____
2. Overall performance of your Summer Sponsor? _____
3. Film of Campus ("This is You") _____
4. Seminar - Man and His Relation hip to Environment Environmental Pollution and Natural Resources. _____
5. Seminar - Man and His Relationship to Man; A Discussion on Racism _____
6. College Life Meeting - Drug Education Program. _____
7. University Community Session. _____
8. Residential Living Session (Greek, Commuter and/or Residence Hall Life) _____
9. Organization Expo. _____
10. Informal Evening Entertainment _____
11. University Student Census (an opportunity for students to express their idea about the University _____

- 2 - (revised)

12. Student Self-Directed Search for Educational and Vocational Planning _____

13. Academic Advisement and the Selection of Courses _____

*14. Discussion by the Sponsors about the following:

Counseling Center _____

Placement Service _____

Health Service _____

Religious Organizations _____

Safety and Security _____

ROTC _____

15. Meals and Accomodations _____

16. Who was you Summer Sponsor? (please print his/her name)

_____

17. I read at least one book for each of the two seminars (please check)

_____ 1. yes

_____ 2. no

18. Compared to before the Orientation Program I now feel:

_____ 1. More excited about starting at Maryland

_____ 2. More discouraged about starting at Maryland

_____ 3. About the same

19. My parents' awareness of what university life is all about is:

_____ 1. Extremely accurate

_____ 2. Quite accurate

_____ 3. Quite inaccurate

_____ 4. Extremely inaccurate

_____ 5. Uncertain

20. My parents have attended or will attend the special Parent Orientation Program.

_____ 1. Yes

_____ 2. No

21. I think the Parent Orientation program is a good idea.

_____ 1. Yes

_____ 2. No

22. What part of the Orientation Program do you feel was of <u>greatest help</u> in preparing you to enter the University in the fall?

23. What part of the Orientation Program do you feel was of <u>least help</u> in preparing you to enter the University in the fall?

24. We welcome any additional comments or suggestions you might have for improving the Freshmen Orientation Program.

6/16/70

* The only difference between form I and form II was question 14. In form I question 14 read as follows:

University Services:

Presentation by the Counseling Center _____
Presentation by the Placement Service _____
Presentation by the Health Service _____
Presentation by the Religious Organizations _____
Presentation on Safety and Security _____
Presentation by ROTC _____

PARENT ORIENTATION PROGRAM

INTRODUCTION

This report contains the results of the "Program Content Evaluation Questionnaire" (see Appendix I) completed by (664)* parents of new freshmen who attended the University of Maryland Summer Parent Orientation Program (1970).

The one-day special parent orientation program was developed "to acquaint the parents with the University -- its objectives, programs, and facilities." The program consisted of general assemblies, presentations, and small group discussions -- all designed to "better inform the parents of the varied opportunities and challenges their son or daughter would find at the University." A basic underlying assumption of the Parent Orientation Program was that informed and supportive parents would have a direct or indirect influence on their college freshman in terms of parent-college student relationships and/or adjustment to the University.

The general assemblies were used to welcome the parents to the University, view a prepared color-slide film overview of the University,

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*NOTE: The number (664) does not represent the total number of parents who attended the Parent Orientation Program. Due to such factors as: parents leaving the day's program prior to the administration of the questionnaire; husbands and wives completing only one questionnaire between them; and the fact that the questionnaire was not administered during the last three days of of the program -- the questionnaire completers represent only about half of the total number of parents who attended the Summer Program.

Total Number of Parents of New Freshmen Attending the Parent Orientation Program

N = 1656

Total Number, including parents, children, other relatives, friends, etc.

N = 1718

---

and provide the setting for presentations (with questions and answers) by many of the student services and academic offices on the College Park campus. Informal and small group discussions with faculty, staff, and upperclass students (Summer Orientation Sponsors) provided an opportunity for parents to obtain the answers to many specific questions and concerns as well as learning how they, as parents, could be most helpful to their freshman son or daughter.

PROGRAM CONTENT
EVALUATION QUESTIONNAIRE RESULTS

In the directions for completing the Parent Orientation Evaluation Questionnaire parents were asked to indicate their feelings about the various aspects of the one-day orientation program using a six (6) point rating scale (see Appendix I). The remainder of this report outlines the parental response to each activity in the Parent Orientation program. The results are expressed in terms of " frequency of response," " percent response," and " mean ratings."

Table I (page 3.) shows the response of the parents to the question - " How would you describe the general organization and conduct of the Parent Orientation program?" Four-hundred and fifty-six (68.67 %) of the parents answered the question with a " Very Good " rating; while 25.60 percent (N = 170) rated the overall program " Good ." The " mean

TABLE I

ITEM # 1. - How would you describe the general organization and conduct of the Parent Orientation program ?

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
0 = 2	0 = .30	1.34
1 = 456	1 = 68.67	
2 = 170	2 = 25.60	
3 = 30	3 = 4.51	
4 = 2	4 = .30	
Blank = 4	Blank = .60	

rating " for the " general organization and conduct of the program " was 1.34 (the second most favorable mean rating - see Table XX, page 25).

The slide film overview of the University (see Table II, page 5.) received a " mean rating " of 1.90 (also see Table XX, page 25). A " Very Good " or " Good " rating was given by 69.87 percent (N = 464) of the parents. While a " Poor " or " Very Poor " rating was given by 3.46 percent (N = 23) of the responders.

The " Small group meetings discussing: How parents can be most helpful to a college freshman " received the least favorable mean rating for the entire orientation program (2.04 - see Table III, page 6; and Table XX, page 25). It is interesting to note that this activity (lead by staff members from the University's Counseling Center) was the only part of the day's program where the parents were given the task of developing answers as well as questions. Furthermore, it should be noted that the activity receiving the least favorable rating still was felt to be " Good " by the parents responding.

The " University Resources and Services: Questions and Answers " consisted of a panel of representatives from various student services who first gave a brief description of their service and then responded to parent questions. Eighty-four percent (N = 558) of the parents rated the overall panel presentation as " Very Good " or " Good ." The " mean rating " was 1.65 (see Table IV, page 7. and Table XX, page 25). The " mean ratings "

TABLE II

ITEM # 2. - Slide Tour of the Campus / Overview of the University (Film)

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
0 = 15	0 = 2.25	
1 = 228	1 = 34.33	1.90
2 = 236	2 = 35.54	
3 = 157	3 = 23.64	
4 = 22	4 = 3.31	
5 = 1	5 = .15	
Blank = 5	Blank = .75	

TABLE III

ITEM # 3. - Small Group Meetings discussing: " How parents can be most helpful to a college freshman. "

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
0 = 1	0 = .15	
1 = 265	1 = 39.90	
2 = 168	2 = 25.30	2.04
3 = 147	3 = 22.13	
4 = 63	4 = 9.48	
5 = 13	5 = 1.95	
Blank = 7	Blank = 1.05	

TABLE IV

ITEM # 4. - University Resources and Services: Questions and Answers
(Overall program)

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
1 - 304	1 - 45.78	1.65
2 - 254	2 - 38.25	
3 - 71	3 - 10.69	
4 - 5	4 - .75	
Blank - 30	Blank - 4.51	

for the specific student service presentations ranged from a most favorable 1.62 for the " Health Service Presentation " to a least favorable 1.96 for the presentation on " Religious Life." (see Tabl s V - XII, pages 9 through 16. and Table XX, page 25.).

The academic deans from the various colleges on the College Park campus discussed with the parents " Academic Life and Expectations. " Fifty-six percent (N = 372) of the parents felt the presentations were " Very Good ." A " Good " rating was given by 29.51 percent (N = 196). The " mean rating " was 1.52 (the third most favorable aspect of the program - see Table XIII, page 17. and Table XX, page 25).

The discussion on " Academic Life and Expectations " was followed on the day's program by a more detailed presentation on specific academic policies and standards by representatives from the Admissions and Registrar's Office. This presentation was not as favorably received by the parents, however, and obtained a " mean rating " of 1.97 (the second least favorable - see Table XIV, page 18. and Table XX, page 25.).

The orientation activity given the most favorable rating by the parents was the " Small Group Discussion with a Student Orientation Leader " (" mean rating " = 1.23). In all 614 parents (92.46 %) felt that their informal question and answer period with a University of Maryland student was either a " Very Good " or " Good " experience (see Table XV, page 19. and Table XX, page 25.).

The final rated item - " Meals and Accomodations " received a

TABLE V

ITEM # 4A. - The Counseling Center and Reading and Study Skills Laboratory Presentation.

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
0 = 4	0 = .60	
1 = 296	1 = 44.57	1.66
2 = 254	2 = 38.25	
3 = 93	3 = 14.00	
4 = 5	4 = .75	
5 = 1	5 = .15	
Blank = 11	Blank = 1.65	

TABLE VI

ITEM # 4B. - The Placement Service

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
1 = 71	1 = 10.69	1.95 **
2 = 99	2 = 14.90	
3 = 43	3 = 6.47	
4 = 8	4 = 1.20	
Blank = 443 *	Blank = 66.71	

NOTE : * The large number of BLANK responses is due primarily to an error in the Evaluation Questionnaire (structural). The line for recording the response for the Placement Center was omitted. The parents were informed of the error but many still left the Placement Response blank.

** Mean is misleading due to the structural error noted above in the Evaluation Questionnaire.

TABLE VII

ITEM # 4C. - The Student Activities Department Presentation.

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
0 = 8	0 = 1.20	
1 = 251	1 = 37.80	1.79
2 = 255	2 = 38.40	
3 = 109	3 = 16.41	
4 = 9	4 = 1.35	
5 = 3	5 = .45	
Blank = 29	Blank = 4.36	

TABLE VIII

ITEM # 4 D. - Religious Life Presentation.

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
0 = 6	0 = .90	
1 = 222	1 = 33.43	1.96
2 = 223	2 = 33.58	
3 = 152	3 = 22.89	
4 = 29	4 = 4.36	
Blank = 32	Blank = 4.81	

TABLE IX

ITEM # 4E. - University Housing Presentation.

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
0 = 2	0 = .30	
1 = 273	1 = 41.11	1.92
2 = 204	2 = 30.72	
3 = 121	3 = 18.22	
4 = 35	4 = 5.27	
5 = 13	5 = 1.95	
Blank = 16	Blank = 2.40	

TABLE X

ITEM # 4G. - Health Service Presentation.

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
0 = 2	0 = .30	
1 = 318	1 = 47.89	1.62
2 = 247	2 = 37.19	
3 = 81	3 = 12.19	
4 = 2	4 = .30	
5 = 3	5 = .45	
Blank = 11	Blank = 1.65	

TABLE XI

ITEM # 4H. - Financial Aid Presentation.

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
0 = 6	0 = .90	
1 = 233	1 = 35.09	1.89
2 = 235	2 = 35.39	
3 = 114	3 = 17.16	
4 = 15	4 = 2.25	
5 = 9	5 = 1.35	
Blank = 52	Blank = 7.83	

TABLE XII

ITEM # 4I. - Library Facilities and Services Presentation.

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
0 = 17	0 = 2.56	
1 = 284	1 = 42.77	1.67
2 = 236	2 = 35.54	
3 = 97	3 = 14.60	
4 = 3	4 = .45	
5 = 1	5 = .15	
Blank = 26	Blank = 3.91	

TABLE XIII

ITEM # 5. - Presentation on Academic Life and Expectations by representative from the Office of the Vice-President for Academic Affairs.

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
0 = 6	0 = .90	
1 = 372	1 = 56.02	1.52
2 = 196	2 = 29.51	
3 = 62	3 = 9.33	
4 = 8	4 = 1.20	
Blank = 20	Blank = 3.01	

TABLE XIV

ITEM # 6. - Presentation on Academic Standards by the Office of Admissions and Registration.

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
0 = 5	0 = .75	
1 = 246	1 = 37.04	1.97
2 = 219	2 = 32.98	
3 = 121	3 = 18.22	
4 = 40	4 = 6.02	
5 = 12	5 = 1.80	
Blank = 21	Blank = 3.16	

TABLE IV

ITEM # 7. - Small Group Discussion with Student Orientation Leader.

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
0 = 4	0 = .60	
1 = 528	1 = 79.51	1.23
2 = 86	2 = 12.95	
3 = 27	3 = 4.06	
4 = 2	4 = .30	
5 = 3	5 = .45	
Blank = 14	Blank = 2.10	

1.74 " mean rating " (see Table XVI, page 21. and Table XX, page 25).

When the parents were asked to state " what they liked most about the entire program " the activity most frequently mentioned was the " Small Group Discussion with a Student Orientation Leader " (N = 199; 29.96 %). In addition, the informality, friendliness, and honesty of the Student Sponsors and the Orientation staff was the most liked aspect of 151 (22. 72 %) more parents (see Table XVII, page 22.).

Table XVIII (page 23.) presents the ten activities or aspects of the Parent Orientation program least liked (in order of priority) by the parents. The " Small group meeting discussing: How parents can be most helpful to their college freshman " was most commonly mentioned as least liked (N = 90 ; 13.55 %). It is interesting to note that this activity also appeared in the top ten most liked list in the number ten position (N = 10; 1.50 %). Mentioned second and third as least liked were " meals and accomodations " and " questions asked by other parents that were not relevant to me " respectively (see Table XVIII, page 23.).

Nearly 99 percent of the attending parents indicated that the Parent Orientation program was a good idea and should be continued (see Table XIX, page 24.) . Furthermore, sixty-eight percent (N = 457) stated that they would be interested in additional programs during the year; especially, Adult Education Seminars and Informational programs (see Table XIX, page 24.).

In summary, it appears that the first Summer Parent Orientation program at the University of Maryland was a worth while experience for

TABLE XVI

ITEM # 8. - Meals and Accomodations.

FREQUENCY OF RESPONSE	PERCENT RESPONSE	MEAN RATING
0 = 11	0 = 1.65	
1 = 272	1 = 40.96	1.74
2 = 206	2 = 31.02	
3 = 100	3 = 15.06	
4 = 12	4 = 1.80	
5 = 5	5 = .75	
Blank = 58	Blank = 8.73	

TABLE XVII

ITEM # 9. - What did you like most about the Parent Orientation Program?

TOP TEN RESPONSES

	Frequency	Percent
1. Small Group Discussion with Student Orientation Leader.	199	29.96
2. Meeting and Talking with the Student Sponsors and/or the Orientation Staff.	96	14.45
3. The General Organization and Conduct of the Program.	86	12.95
4. University Resources and Services: Questions and Answers.	33	4.96
5. The informality of the program and friendliness of the student orientation leaders, faculty, and staff.	29	4.36
6. The frankness and honesty of the student orientation leaders, faculty, and staff.	26	3.91
7. Meeting and talking with other parents.	19	2.86
8. Presentation on Academic Life and Expectations by representatives from the Office of the Vice-President for Academic Affairs.	19	2.86
9. The opportunity to get questions answered.	12	1.80
10. Small group meetings discussing: " How can parents be most helpful."	10	1.50

* NOTE : 124 parents did not respond to this question (18.67 percent)

TABLE XVIII

ITEM # 10. - What did you like least about the Parent Orientation Program?

TOP TEN RESPONSES	Frequency	Percent
1. Small Group meetings discussing : " How parents can be most helpful."	90	13.55
2. Meals and Accomodations.	27	4.06
3. Questions asked by other parents that were not relevant to me.	19	2.86
4. The program was too long.	19	2.86
5. Presentation on Academic Standards by the Office of Admissions and Registration.	17	2.56
6. The absence of a guided Campus Tour.	15	2.25
7. Physical discomforts (ex. air conditioning control, noise, sitting in one place too long).	12	1.80
8. Slide film overview of the University.	11	1.65
9. University Resources and Services: Questions and Answers.	9	1.35
10. (tie for tenth place between):		
The program was too short to include everything that could be included.	6	.90
There were not enough direct answers to parent questions.	6	.90
The program was too repetitious.	6	.90

* NOTE : 387 parents did not respond to this question, (58.28 percent)

TABLE XIX

ITEM # 11. - I think the Parent Orientation program is a good idea and should be continued.

FREQUENCY OF RESPONSE	PERCENT RESPONSE
Yes = 657	Yes = 98.94
No = 1	No = .15
Blank = 6	Blank = .90

ITEM # 12. - Would you like additional programs during the year? *

FREQUENCY OF RESPONSE	PERCENT RESPONSE
Yes = 457	Yes = 68.82
No = 155	No = 23.34
Blank = 52	Blank = 7.83

* NOTE : The programs most desired by the parents (in order of priority) included: (1) Adult Education Seminars; (2) Informational programs; and tied for 3rd; Cultural programs , Entertainment programs, and Sports events.

TABLE XX

" MEAN RATINGS " IN ORDER OF MOST FAVORABLE

	Mean Rating
1. Small group discussion with Student Orientation Leader.	1.23
2. How would you describe the general organization and conduct of the program ?	1.34
3. Presentation on Academic Life and Expectations.	1.52
4. Health Service Presentation.	1.62
5. University Resources and Services (Overall program)	1.65
6. The Counseling Center and RSSL Presentation.	1.66
7. Library Facilities and Services Presentation.	1.67
8. Meals and Accomodations.	1.74
9. The Student Activities Department Presentation.	1.79
10. Financial Aid Presentation.	1.89
11. Slide-film overview of the University.	1.90
12. University Housing Presentation.	1.92
13. The Placement Service.	1.95
14. Religious Life Presentation.	1.96
15. Presentation on Academic Standards.	1.97
16. Small group meeting discussing: How parents can be most helpful to a college freshman.	2.04

the vast majority of the parents who attended. The results of this evaluation questionnaire will be used in designing the activities for future parent orientation programs.

APPENDIX I

PARENT ORIENTATION EVALUATION QUESTIONNAIRES

UNIVERSITY OF MARYLAND PARENT ORIENTATION - 1970

PARENT ORIENTATION EVALUATION QUESTIONNAIRE

Dear Parent:

We hope that you have enjoyed your day at Maryland. We are always trying to improve the Parent Orientation Program, and one way is to get your honest reaction to it. Your responses will be used in developing the 1971 program. Thank you for your cooperation.

DIRECTIONS: How would you evaluate the following Parent Orientation activities? Use the scale below to indicate your feelings.

0	1	2	3	4	5
Did not Attend	Very Good	Good	Satis-factory	Poor	Very Poor

Mark the number on this line (ex. 0, 1 ... 5)

1. How would you describe the general organization and conduct of the program _____

2. Slide Tour of Campus (Film) _____

3. Small Group Meetings discussing: "How Parents can be most helpful to a college freshman." _____

4. University Resources and Services: Questions and Answers (overall program) _____

Presentations on:

A. The Counseling Center and Reading and Study Skills Laboratory _____

B. The Placement Service

C. The Student Activities Department _____

D. Religious Life _____

E. University Housing _____

F. Food Service _____

G. Health Service _____

H. Financial Aid _____

I. Library Facilities and Service _____

5. Presentation on Academic Life and Expectations by representative from the Office of the Vice-President for Academic Affairs _____

6. Presentation on Academic Standards by the Office of Admissions and Registration _____

7. Small group discussion with Student Orientation Leader _____

8. Meals and Accomodations _____

9. What did you like <u>most</u> about the Parent Orientation Program?

10. What did you like <u>least</u> about the Parent Orientation Program?

11. I think the Parent Orientation program is a good idea and should be continued.

____1. yes

____2. no

12. Would you like additional programs during the year?

____1. yes

____2. no

13. If so, which of the following would you like:

____ Adult Education Seminars

____ Cultural Programs

____ Entertainment Programs

____ Sports Events

____ Informational Programs

____ Other

TRANSFER ORIENTATION PROGRAM

Evaluation

The program was evaluated by the use of an evaluation questionnaire which was administered to all students who attended. The questionnaire included some demographic items for the purpose of collecting data on the type of student who comes to such an orientation program. A total of 495 questionnaires were available for evaluation. This number represents approximately 45% of the population of attenders. For each item, "frequency of response" and "percent of response" is calculated. Mean ratings are calculated for certain items also.

Results:

(1) The majority of respondents (55.55%) transferred from community or junior colleges. 14.14% transferred from other state universities.

(2) 58.18% of the transfer students attended college in Maryland institutions. Another 12.32% attended school in the Middle Atlantic States.

(3) 68.68% of the respondents had grade point averages between 2.0 and 3.0 at the institutions from which they transferred. 35.55% were between 2.5 and 3.0.

(4) 43.43% of the transfers were in a liberal arts curriculum at their previous institution. 27.07% were in business administration.

(5) 51.3% of the respondents indicated that they expected to complete work beyond the bachelors degree in either masters or doctoral programs.

(6) The largest percentage of respondents (40.40%) intended to live off campus in their own apartment or room. 26.66% indicated that they planned to live at home with their parents.

(7) 42.62% of the students singled out geographic location as the one most important criterion for selecting the University of Maryland. 23.63% chose cost; 20.60% selected academic quality.

(8) 21.81% of the respondents felt that close friends influenced them the most toward coming to the University of Maryland. 15.35% felt that parents were most responsible. 23.03% were influenced by others (themselves, husbands, wives, etc.)

(9) 25.65% of the transfer students selected "free thinking" as the image that came closest to describing their picture of the University of Maryland. 20.80% described the University in other terms: big, broad range of curricula, conservative, etc. 17.57% thought of the University in terms of its "nice location."

(10) 43.63% of the respondents rated the general organization and conduct of the program as good. 26.06% felt the program was satisfactory.

(11) 49.49% rated the overall performance of their sponsors as very good. 33.53% gave the sponsors a good rating.

(12) The small group meeting with the sponsors was rated very good by 46.66% of the respondents. 34.14% felt it was good.

(13) The University Resources and Services program was rated good by 39.39% of the respondents. 22.22% rated it very good.

(14) 39.59% rated the counseling center presentation as good. 23.23% felt it was satisfactory.

(15) The placement service presentation was rated good by 41.21% of the respondents. 27.47% rated it satisfactory.

(15) 36.36% rated the health service presentation good. 31.51% felt it was satisfactory.

(16) 21.01% rated the religious presentation as satisfactory. 26.86% of the respondents left this item blank.

(17) The housing presentation was rated as satisfactory by 34.74% of the respondents. 33.93% felt it was good.

(18) 35.35% rated the safety and security presentation as good. 26.06% thought it was very good.

(19) The student aid presentation was rated as good by 36.56% of the respondents. 24.64% felt it was satisfactory.

(20) Academic advisement was rated as good by 26.46% of the respondents. 21.01% felt it was satisfactory.

(21) 37.77% of the students indicated that compared to before the program, they were more excited about starting at Maryland. 48.08% said that they felt about the same.

(22) 45.25% of the respondents stated that their parents' awareness of what university life is all about was somewh t hazy. 25.65% indicated that their parents' awareness was very accurate.

(23) 35.35% of the respondents indicated that academic advisement and transcript evaluation was of the greatest help to them in preparing to enter the University. 24.44% felt that the small group meeting (university community session) was of the greatest help.

(24) 15% felt that the University services panel was of least help in preparing them to enter the University. 52.12% of the respondents left the item blank.

(25) The item which received the highest mean rating was the overall performance of the student sponsors (1.57). The religious life presentation received the lowest mean rating (2.90).

Discussion:

In general, the program appears to have been received in a reasonably favorable manner by the transfer students. Overall sponsor performance and small group meetings with the sponsors were rated highly; the organization and conduct of the program was considered more than satisfactory.

Some individual presentations on the university resources and services panel received low ratings, and, relatedly, about 15% of the students indicated that this part of the program was of the least help in preparing them to enter the University. Some revision of the services' presentations seems indicated. Perhaps a printed-page booklet on university services could be distributed in lieu of the presentations which, in the short time period allotted, accomplish little more than a brief introduction to the service.

Academic advisement and transcript evaluation appears to have been of the greatest help to the transfer students and reinforces the common-sense notion that these students, especially in mid-August, are more concerned with academic matters than with other things. If the transfer program were conducted concurrently with the freshmen orientation program during the earlier part of the summer, I think transfer students would be more receptive to other program activities.

In view of the large number of transfer students from community and junior colleges, the Orientation Office might consider spending some time focusing on essential differences between the two-year institutions and the University of Maryland. This could be handled in a separate session of the program by a student sponsor. If deemed practical, another alternative would be to use university sponsors to meet with local community college groups to disseminate accurate information about the university.

Since a good number of transfer students will be living off-campus, some emphasis might be placed on how to go about obtaining off-campus facilities from a student point of view. The commuter life presentation might include such information.

Data on the program is presented in tabular form in the next few pages.

DATA

I. General Information

Item #1: From what type of institution did you transfer?

Frequency of response	Percent of response
275 = Community or junior college	55.55
70 = State university	14.14
55 = Private college	11.11
48 = Private university	9.69
33 = State college	6.66
14 = Other	2.82

Item #2: Where was the college from which you transferred located?

Frequency of response	Percent of response
288 = Maryland	58.18
61 = Middle Atlantic States	12.32
48 = South	9.69
34 = Mid West	6.86
32 = Other	6.46
15 = New England	3.03
10 = Southwest	2.02
4 = North Central States	.80
2 = Far West	.40
1 = Blank	.20

Item #3: What was your approximate grade point average at the institution from which you transferred?

Frequency of response	Percent of response
176 = 2.5-3.0	35.55
164 = 2.0-2.5	33.13
96 = 3.0-3.5	19.39
30 = 1.5-2.0	6.06
28 = 3.5-4.0	5.65
1 = Blank	.20

Item #4: In what type of curriculum were you enrolled at the institution from which you transferred?

Frequency of response	Percent of response
215 = Liberal Arts	43.43
134 = Business Administration	27.07
37 = Education	7.47
36 = Engineering	7.27
33 = General Education	6.66
11 = Home Economics	2.22
5 = Fine Arts	1.01
4 = Music	.80
4 = Nursing	.80
3 = Special student (non-degree)	.60
2 = Law Enforcement	.40
2 = Printing Technology	.40
2 = Agriculture	.40
1 = Electronic Technology	.20
1 = Architecture	.20
1 = Military curriculum	.20
1 = Forestry	.20
1 = Secretarial program	.20
2 = Blank	.40

Item #5: What is the highest level of education you expect to complete?

Frequency of response	Percent of response
200 = Masters degree	40.40
195 = Bachelors degree	39.39
54 = Doctorate	10.90
28 = Other	5.65
16 = Blank	3.23

Item #6: Where do you intend to live as a Maryland student?

Frequency of response	Percent of response
200 = Off campus in own apt. or room	40.40
132 = At home with parents	26.66
108 = On campus in dormitory	21.81
27 = Other arrangements	5.45
13 = Off campus with relatives or friends of the family	2.62
13 = Blank	2.62

Item #7: If you could single out the one most important criterion for your selecting the University of Maryland, what would it be?

Frequency of response	Percent of response
211 = Geographic location	42.62
117 = Cost	23.63
102 = Academic quality	20.60
36 = Other	7.27
11 = Status-prestige	2.22
16 = Blank	3.23

Item #8: Which one of the following sources of influence do you feel was most responsible for your coming here?

Frequency of response		Percent of response
114	= Other (self, husband, circumstances, no influences, uncertain, etc.)	23.03
108	= Close friends	21.81
76	= Parents	15.35
57	= Peers	11.51
37	= Counselors	7.47
25	= Unrelated adults	5.05
21	= Relatives	4.24
17	= Brothers and sisters	3.43
11	= Teachers	2.22
29	= Blank	5.85

Item #9: Select from the following list the one image that comes closest to describing your image of the University of Maryland?

Frequency of response		Percent of response
127	= Free thinking	25.65
103	= Other (big, broad curriculum, conservative, etc.)	20.80
87	= Nice location	17.57
70	= Intellectual or hard to get through	14.14
41	= Lots of fun	8.28
19	= Athletic teams	3.83
8	= Expensive	1.61
2	= Snobbish	.40
38	= Blank	7.67

II. Evaluation

The responses to the following questions consisted of ratings on a five-point scale:

0 = Did not attend
1 = Very good
2 = Good
3 = Satisfactory
4 = Poor
5 = Very poor

Item #1: How would describe the general organization and conduct of the program?

Frequency of response	Percent of response
216 = 2	43.63
129 = 3	26.06
111 = 1	22.42
12 = 4	2.42
8 = 0	1.61
1 = 5	.20
18 = Blank	3.63

Item #2: How would you rate the overall performance of your summer sponsor?

Frequency of response	Percent of response
244 = 1	49.29
166 = 2	33.53
41 = 3	8.28
11 = 0	2.22
4 = 4	.80
29 = Blank	5.85

Item #3: Small group meeting with sponsors

Frequency of response	Percent of response
231 = 1	46.66
169 = 2	34.14
54 = 3	10.90
11 = 0	2.22
6 = 4	1.21
24 = Blank	4.84

Item #4: University Resources and Services (overall program)

Frequency of response	Percent of response
195 = 2	39.39
110 = 1	22.22
102 = 3	20.60
15 = 0	3.03
8 = 4	1.61
65 = Blank	13.13

Item #4a: Counseling Center Presentation

Frequency of response	Percent of response
196 = 2	39.59
115 = 3	23.23
113 = 1	22.82
19 = 0	3.83
5 = 4	1.01
1 = 5	.20
46 = Blank	9.29

Item #4b: Placement Service Presentation

Frequency of response	Percent of response
204 = 2	41.21
136 = 3	27.47
78 = 1	15.75
19 = 0	3.83
8 = 4	1.61
50 = Blank	10.10

Item #4c: Health Service Presentation

Frequency of response	Percent of response
180 = 2	36.36
156 = 3	31.51
84 = 1	16.96
20 = 0	4.04
12 = 4	2.42
43 = Blank	8.68

Item #4d: Religious Life Presentation

Frequency of response	Percent of response
104 = 3	21.01
86 = 2	17.37
53 = 0	10.70
44 = 5	8.88
39 = 4	7.87
36 = 1	7.27
133 = Blank	26.86

Item #4e: Housing Presentation

Frequency of response	Percent of response
172 = 3	34.74
168 = 2	33.93
61 = 1	12.32
23 = 4	4.64
21 = 0	4.24
3 = 5	.60
47 = Blank	9.49

Item #4f: Safety and Security Presentation

Frequency of response	Percent of response
175 = 2	35.35
129 = 1	26.06
123 = 3	24.84
18 = 0	3.63
5 = 4	1.01
45 = Blank	9.09

Item #4g: Student Aid Presentation

Frequency of response	Percent of response
181 = 2	36.56
122 = 3	24.64
88 = 1	17.77
22 = 0	4.44
17 = 4	3.43
6 = 5	1.21
58 = Blank	11.71

Item #6: Academic Advisement and Selection of Courses

Frequency of response	Percent of response
131 = 2	26.46
104 = 3	21.01
62 = 1	12.52
17 = 4	3.43
9 = 0	1.81
8 = 5	1.61
164 = Blank	33.13

Item #7: Compared to before the Orientation Program I now feel:

Frequency of response	Percent of response
238 = About the same	48.08
187 = More excited about starting at Md.	37.77
37 = More discouraged about starting at Md.	7.47
33 = Blank	6.66

Item #8: My parents' awareness of what university life is all about is:

Frequency of response	Percent of response
224 = Somewhat hazy	45.25
127 = Very accurate	25.65
78 = Totally lacking or inaccurate	15.75
66 = Blank	13.33

Item #10: What part of the Orientation Program do you feel was of greatest help in preparing you to enter the University?

Frequency of response		Percent of response
175 =	Academic advisement, transcript evaluation	35.35
121 =	Small group meeting (University Community Session)	24.44
21 =	Information on registration procedures	4.24
14 =	University Resources & Services	2.82
12 =	Whole or most of program	2.42
12 =	Sponsors, information from sponsors	2.42
7 =	Tour, walk around campus	1.41
5 =	None or little of program	1.01
4 =	General information, information about courses	.80
3 =	Lunch, meals	.60
1 =	Welcome address, beginning part of program	.20
1 =	Personal approach to student	.20
1 =	Better or changed attitude about the University	.20
1 =	Did not attend the whole program and stated same	.20
116 =	Blank	23.43

Item #11: What part of the Orientation Program do you feel was of least help in preparing you to enter the University?

Frequency of response	Percent of response
75 = University Resources & Services	15.15
26 = Beginning, first part of program	5.25
26 = None or little of program	5.25
22 = Lunch, meals, time for meals	4.44
22 = Tour, walk around campus	4.44
20 = Whole or most of program	4.04
17 = Small group meeting (University Community Session)	3.43
9 = Academic advisement, transcript evaluation	1.81
6 = Wasted time, confusion, mix-up, too much sitting around	1.21
4 = Movie, film	.80
3 = Sponsors, sponsors' tips	.60
2 = Lack of discussion of campus life, insufficient student contact	.40
2 = Did not attended whole program and stated same	.40
2 = Repetitious, bad speeches, wordy	.40
1 = Registration information	.20
258 = Blank	52.12

Mean Ratings of Selected Items

Overall performance of summer sponsors	1.57
Small group meeting with sponsors	1.64
Safety and Security Presentation	2.01
University Resources & Services (overall)	2.02
Placement Service Presentation	2.17
General organization and conduct of program	2.20
Student Aid Presentation	2.21
Health Service Presentation	2.22
Academic Advisement & Selection of Courses	2.31
Housing Presentation	2.39
Counseling Center Presentation	2.53
Religious Life Presentation	2.90

SPECIAL ORIENTATION PROGRAM

SEPTEMBER 8TH

Evaluation

An attempt was made to evaluate the September Orientation program to assist the Orientation Office in improving future programs of the same nature. A student evaluation questionnaire was administered to all attending students at the close of the program. Sixty-two questionnaires were retrieved and used for the short evaluation. This figure represents about one-third of the program attenders. "Frequency of response" and "percent of response" were computed for each questionnaire item. Mean ratings are reported for certain items as well.

Results:

(1) 82.25% of the respondents rated the general organization and conduct of the program as good or very good.

(2) 87.09% rated the overall performance of their sponsors as very good.

(3) The largest percentage of respondents (33.87%) felt that the campus tour was satisfactory. 30.64% rated it good.

(4) 30.64% rated the University Community Session as good. 27.41% rated it very good.

(5) The overall Residential Living Session was rated satisfactory by 41.93% of the respondents. 24.19% rated it good.

(6) 37.09% rated the dormitory life presentation as good. 32.25% rated it good.

(7) 33.87% rated the Greek life presentation as satisfactory. 30.64% rated it good.

(8) The commuter life presentation was rated satisfactory by 32.25% of the respondents. 30.64% rated it good.

(9) The small group meeting at the end of the day was rated either good or very good by 83.86% of the respondents.

(10) The largest percentage of respondents (33.87%) felt that information about registration and class scheduling was of the greatest help to them in preparing for entrance to the University. 20.96% found the small group meeting of great help.

(11) 30.64% rated the Residential Living Session as of the least help in preparing them for entry to the University. 19.35% felt that the campus tour was of the least help.

(12) The item which received the highest mean rating was the overall performance of the student sponsors (1.13). The Greek life presentation received the lowest mean rating (2.58).

Discussion:

On the whole, it appears that the program was received favorably by the students. In no case did more than 12% of the respondents rate any activity less than satisfactory. There is some evidence that this group of students was considerably concerned about registration and class scheduling; the program should continue to place some emphasis on these areas which naturally become preponderant as the beginning of the fall term approaches. The Residential Living Session appears to have been of limited value in comparison to the other program activities. Instead of the panel format which was used for the session, consideration might be given to individual presentations which students could have the option of attending depending upon their needs and interests (as was done during the regular summer program.).

Data is presented in tabular form in the next few pages.

DATA

The responses to the following questions consisted of ratings on a five-point scale:

0 = Did not attend
1 = Very good
2 = Good
3 = Satisfactory
4 = Poor
5 = Very poor

Item #1: How would you describe the general organization and conduct of the program?

Frequency of response	Percent of response
26 = 2	41.93
25 = 1	40.32
10 = 3	16.12
1 = Blank	1.61

Item #2: How would you rate the overall performance of your upperclass sponsor?

Frequency of response	Percent of response
54 = 1	87.09
8 = 2	12.90

Item #3: Tour of campus

Frequency of response	Percent of response
21 = 3	33.87
19 = 2	30.64
14 = 1	22.58
8 = 4	12.90

Item #4: University Community Session

Frequency of response	Percent of response
19 = 2	30.64
17 = 1	27.41
15 = 3	24.19
4 = 0	6.45
3 = 4	4.83
4 = Blank	6.45

Item #5: Residential Living Session (overall program)

Frequency of response	Percent of response
26 = 3	41.93
15 = 2	24.19
10 = 1	16.12
2 = 4	3.22
9 = Blank	14.51

Item #5a: Dormitory Life Presentation

Frequency of response	Percent of response
23 = 2	37.09
20 = 3	32.25
14 = 1	22.58
1 = 0	1.61
4 = Blank	6.45

Item #5b: Greek Life Presentation

Frequency of response	Percent of response
21 = 3	33.87
19 = 2	30.64
8 = 1	12.90
7 = 4	11.29
2 = 5	3.22
1 = 0	1.61
4 = Blank	6.45

Item #5c: Commuter Life Presentation

Frequency of response	Percent of response
20 = 3	32.25
19 = 2	30.64
16 = 1	25.80
1 = 4	1.61
1 = 0	1.61
5 = Blank	8.06

Item #6: Small group meeting at end of day

Frequency of response	Percent of response
35 = 1	56.45
17 = 2	27.41
4 = 3	6.45
1 = 4	1.61
1 = 0	1.61
4 = Blank	6.45

Item #8: What part of the Orientation Program do you feel was of greatest help in preparing you to enter the University?

Frequency of response	Percent of response
21 = Pre-registration, registration, class scheduling	33.87
13 = Small group meeting at end of day	20.96
5 = University Community Session	8.06
4 = Performance of sponsors, information from sponsors	6.45
2 = Tour of campus	3.22
1 = Whole program	1.61
1 = Campus life, clubs, etc.	1.61
15 = Blank	24.19

Item #9: What part of the Orientation Program do you feel was of least help in preparing you to enter the University?

Frequency of response	Percent of response
19 = Residential Living Session	30.64
12 = Tour of campus	19.35
1 = None of program	1.61
1 = No inclusion of actual registration in program	1.61
29 = Blank	46.77

Item #10: We welcome any additional comments or suggestions you might have for improving the Orientation Program.

Responses (quotes taken verbatim from the questionnaires)

Let people register in one day registration program.
Less shuffling around.
More clear what other courses are available to freshmen.
One day is not enough; possible help with a tentative schedule.
More sponsors with adult supervision.
I wasn't prepared to buy lunch and shouldn't have needed money.
Very good for those who couldn't attend summer orientation.
One day program is good.
For the length, I thought it was very well handled and organized.
Very good sponsor.

Mean Ratings of Selected Items

Overall performance of student sponsors	1.13
Small group meeting at end of day	1.49
General organization and conduct of program	1.75
University Community Session	2.07
Dormitory Life Presentation	2.11
Commuter Life Presentation	2.11
Tour of campus	2.37
Residential Living Session	2.38
Greek Life Presentation	2.58

UNIVERSITY OF MARYLAND SEPTEMBER ORIENTATION PROGRAM - 1970

STUDENT EVALUATION QUESTIONNAIRE

Dear Student:

We hope you have enjoyed your day at Maryland. To help us improve future orientation programs, we would like your honest answers to the questions below. Thank you for your cooperation.

DIRECTIONS: Rate the following orientation activities according to the five-point scale placing the appropriate number in the blank provided.

1 = very good 2 = good 3 = satisfactory 4 = poor 5 = very poor

0 = did not attend

_____ 1. How would you describe the general organization and conduct of the program?

_____ 2. How would you rate the overall performance of your upperclass sponsor?

_____ 3. Tour of campus

_____ 4. University Community Session

_____ 5. Residential Living Session (overall program)

____ Dormitory life presentation

____ Greek life presentation

____ Commuter life presentation

_____ 6. Small group meeting at end of day

7. Who was your upperclass sponsor? _____

8. What part of the Orientation Program do you feel was of greatest help in preparing you to enter the University?

9. What part of the Orientation Program do you feel was of least help in preparing you to enter the University?

10. We welcome any additional comments or suggestions you might have for improving the orientation program.